

Startups and Innovation

Course Description

Students hear a lot of contradictory advice in life. On one hand, they may hear something like “Follow your dreams. Pursue your passion and the money will come!” On the other hand, they may hear something completely opposite, like “Most startups fail! It’s much safer to get a safe, steady job.” So which side is right? Given the massive changes to the economy and society, the skills of entrepreneurship are going to be critical in building a lasting career. The entrepreneurial mindset of searching for opportunities, creating value, and solving pain points will always be valuable. And this mindset applies not just to starting a business, but in any organization that someone is a part of: school, established companies, or non-profits. In this course, students will explore how to use this mindset to create the next world-class startup.

Prerequisites

Course Materials

Required

- Microsoft Office or Google Docs (See the Minimum Technical Skills and Special Technology Utilized by Students)
- Reliable Internet Access
- Laptop or Desktop (Tablets need Puffin app for internet browsing)
- Adobe Acrobat Reader

Recommended

Course Goals

Upon completion of the course, students will...

- Discuss the history of entrepreneurship and startups in the U.S.
- Define entrepreneurship and describe an entrepreneurial mindset
- Evaluate the benefits of entrepreneurship and startups as a career path, as well as common mistakes and misconceptions
- Describe what a minimum viable product (MVP) is and provide examples
- Define product/market fit and evaluate different ways for evaluating product/market fit of a business idea
- Differentiate between products, services, and platforms
- Define key business model terms such as B2B, B2C, and others
- Define differentiation and discuss the importance of differentiating yourself as a startup
- Describe tools and methods used to analyze competitors and competing products/solutions
- Describe innovation and provide examples of innovative ideas and products
- Examine why startups can be better at innovation than established companies
- Define what a co-founding team is and describe the typical roles and responsibilities of key founding members (CEO, CTO, Product, support, CFO, CMO, Sales, board/advisors)
- Describe ways of researching and networking to find and build a co-founding team

- Describe the strategies for marketing a startup on a limited budget
- Compare the challenges of marketing a startup versus marketing established products
- Describe the key components of a startup pitch deck (problem/solution, vision, timing)
- Describe the key components of a startup pitch deck (financials, total addressable market, competition, uses of funds)
- Evaluate the pros and cons of traditional sources of funding for a startup, including self-funding, family/friends, loans, venture capital)
- Discuss relatively newer forms of raising capital, such as incubators, accelerators, and crowdfunding
- Describe social/impact/non-profit entrepreneurship and ventures
- Differentiate between the serial entrepreneur and the entrepreneur focused on building a lifetime company

Units of Instruction

- Unit 1. Introduction to Entrepreneurship and Startups
- Unit 2. MVP and Product Market Fit
- Unit 3. Business Models
- Unit 4. Competition
- Unit 5. Disruptive Innovation
- Unit 6. Building a Team
- Unit 7. Marketing a Startup
- Unit 8. Writing a Pitch Deck
- Unit 9. Raising Capital
- Unit 10. Possibilities and Opportunities

Assignments

The course includes the following assignments:

1. 29 Discussions
2. 20 Dropboxes
3. 12 Quizzes (Includes Unit Test and Final Exam)

Grading / Evaluation

Grading Scheme

Course grades will be determined as follows:

97% or better	A+	77% to 79%	C+
93% to 96%	A	73% to 76%	C
90% to 92%	A -	70% to 72%	C -
87% to 89%	B +	67% to 69%	D+
83% to 86%	B	63% to 66%	D
80% to 82%	B -	60% to 62%	D-
		59% or less	F

Assignment Descriptions and Weightings

The assignments for this course are weighted as follows:

Assignments	Percentage of Final Grade
Course Work (Discussions, Dropboxes and Quizzes)	80%
Final Exam	20%
Total	100%

Instructor Contact Response Time

Contact information for the Indiana Online Instructor can be found by clicking on the Course Home link in the navigation menu.

The instructor will respond to student inquiries (email, text, call) **within 24 hours**. Assignments will be graded within 24 hours and grades will be posted.

Information about Final Exam

The Final Exam must be proctored. Final Exams count for 30% of the total grade. Coursework and the Final Exam will determine the Final Grade.

Expectations for Academic Conduct

Student Handbook

It is your responsibility to read the [student handbook](#) and contact your instructor if you have any questions.

Acceptable Use & Netiquette Policy

The [Acceptable Use Policy](#) outlines the guidelines and behaviors that all users (administrators, teachers, students and parents) are expected to follow when participating in the Indiana Online program.

Academic Integrity

Honesty is the [Indiana Online policy](#)!

CIPA

The [Children's Internet Protection Act](#) (CIPA) is a federal law enacted by Congress to address concerns about access to offensive content over the Internet on school and library computers.

Assistance for Students with Disabilities

Indiana Online supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as inaccessible web content, or the use of non-captioned videos and podcasts, reasonable accommodations can be arranged.

Learn more about the [accessibility features](#) in Indiana Online's Learning Management System (LMS), Desire2Learn.

Suggested Assistive Technologies

- Screen Readers: [VoiceOver](#) and [NVDA](#)
- Chrome Extensions: [ChromeVox](#) and [Speakit!](#)

Minimum Technical Skills and Special Technology Utilized by Students

This course is totally online. All instructional content and interaction takes place over the internet. In addition to baseline word processing skills and sending/receiving email with attachments, students will be expected to search the internet and upload / download files. In addition, students may need one or more of these [technology plug-ins](#) to access course materials and content.

Students should have access to Microsoft Office or have an established Google account to work on course documents.

Technical Questions? Please contact the [Indiana Online Helpdesk](#).